



## Richard Durning's Endowed Primary School

### Accessibility Plan

2025-2026

Richard Durning's Endowed Primary School has high ambitions for all pupils and expects all pupils to participate and achieve in every aspect of school life. Our commitment to equal opportunities is driven by the EYFS and National Curriculum Inclusion statements. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;

#### Key Objective

Richard Durning's Endowed Primary School aims to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability. Richard Durning's Endowed Primary School makes all children feel welcome irrespective of race, colour, creed or disability.

#### Definition of Disability

The Disability Discrimination Act 1995 (DDA) defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

#### Current Information (2025-2026) on Richard Durning's Endowed Primary School

Richard Durning's Endowed Primary School has on roll several children with physical, medical and learning disabilities and has never refused an admission because of a disability.

Adjustments have been made for the hearing-impaired children and this included the use of a Sound Box which the teacher wears to allow the child to fully hear throughout the day.

Disabled children at Richard Durning's Endowed Primary School take an active part in all activities including curriculum and extra curriculum (e.g. sport, music, student council, etc).

**The following were consulted during the development of the plan**

Teaching staff, support staff, parents, children and governors were consulted during the development of this plan.

**The main priorities in the school's plan:**

**1. Increasing the extent to which disabled pupils and with additional needs can participate in the school curriculum**

Richard Durning's Endowed Primary School increases the extent to which disabled pupils and with additional needs can participate in the curriculum by:

- quality first teaching and adaptive teaching
  - a clear assessment of the current Early Years Foundation Stage Early Learning Goals and National Curriculum levels of the full range of pupils, particularly in relation to speaking and listening levels
- working collaboratively within the school and sharing work with other schools
- appropriate deployment of learning support
- high level of ICT support through use of range of Apps on the iPads or laptops;
- ensuring that staff know about evidence-based practice studies of curriculum work for disabled pupils, through professional development, information available in the staffroom or on the intranet;
- pupil grouping and use of peer support
- working with support agencies
  - high quality CPD based on pupils' needs

**2. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Standard information for Richard Durning's Endowed Primary pupils includes:

- homework;

- times-tables;
- worksheets;
- teacher feedback and marking of work;
- notices;
- tests and examinations.

Richard Durning's Endowed Primary School will consider a variety of different formats including:

- audio-taping information;
- enlarging print;
- simplifying language;
- using picture/symbol language.
- Visual timetables
  - Use of voice notes via Showbie

### **Implementation of Richard Durning's Endowed Primary School's Accessibility Plan**

#### 1. Management, coordination and implementation

All members of Richard Durning's Endowed Primary School need to be aware of their duties to pupils with disabilities. To achieve this, it is important that we:

- ensure that all staff are aware of the disability discrimination duties as they apply to schools;
- secure the commitment of all staff to removing barriers and increasing access;
- draw on support from within and beyond the school;
- target training for particular groups of pupils/staff/aspects of school life;
- share good practice between staff and with other schools.

Governors monitor the effectiveness of the plan through termly meetings. Mrs Kath Miller is the SEND Governor.

### **Availability of Richard Durning's Endowed Primary School's Accessibility Plan**

The Accessibility Plan can be accessed on the school's website. Hard copies of the school's accessibility plan can be made available through the school office.

## **Target 24-25**

To ensure all children, specifically those with physical and sensory needs can have full access to the curriculum

### **Success Indicators:**

Children with physical or sensory needs fully engage with the full curriculum

Children with sensory needs are able to learn how to self-regulate and are provided with the tools and skills to do so.

### **Expense**

Within our support staff budget, we have included additional staff where needed to ensure all children have full access to the full curriculum.

Resources are purchased to help settle children in school and in class.

Staff training on sensory issues linked to SEND reports.

Setting up of a Sensory Room to allow children to have space away from the busy classroom so they can regulate themselves.

Range of items purchased to help regulate children.